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INTRODUCTION

Mount Holyoke College is committed to educating a diverse community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world. All employees are expected to support and contribute to the central elements of the College's mission.

Mount Holyoke College's Performance Management Program is intended to help employees recognize their own potential contribution to the College, participate in continuous feedback and support, and remain flexible to accommodate situational changes. Performance management will also help achieve individual, department, and College-wide results by:

- ⇒ opening the lines of communication and promoting a work environment in which goals are set and achieved through working together;
- ⇒ providing the tools to identify and recognize good performance;
- ⇒ maximizing individuals' potential by developing their skills and talents;
- ⇒ coaching performance at different levels; and
- ⇒ providing the tools to plan, maintain and continuously improve future performance.

Every aspect of the Performance Management Program is intended to facilitate communication between supervisor and employee.

In order for this Program to be effective, all supervisors and employees will receive training. Employees need to understand the Performance Management Program and the expectations of their own jobs to improve their performance; supervisors need to learn how to improve their coaching and motivating skills. All members of the Mount Holyoke College community need to learn how to give and receive feedback effectively.

WHAT IS PERFORMANCE MANAGEMENT?

Performance management is a set of strategies and actions designed to develop and utilize all of the individual talents that exist in the College to achieve optimal results.

Performance management is an ongoing process that facilitates the planning, coaching and evaluating of employee performance.

Many organizations *appraise* performance - evaluating performance results and behaviors. Performance management allows organizations to *manage* performance with employees working throughout the year to plan, monitor and develop the expected results and behaviors. The performance evaluation is just part of the performance management process.

The College has created a performance evaluation form to facilitate this process which is based on a set of competencies which are college-wide behaviors and responsibilities that all employees are expected to exhibit. Expanded descriptions of the performance evaluation competencies and evaluation criteria are on pages 15 through 19.

Specifically, the performance management process involves:

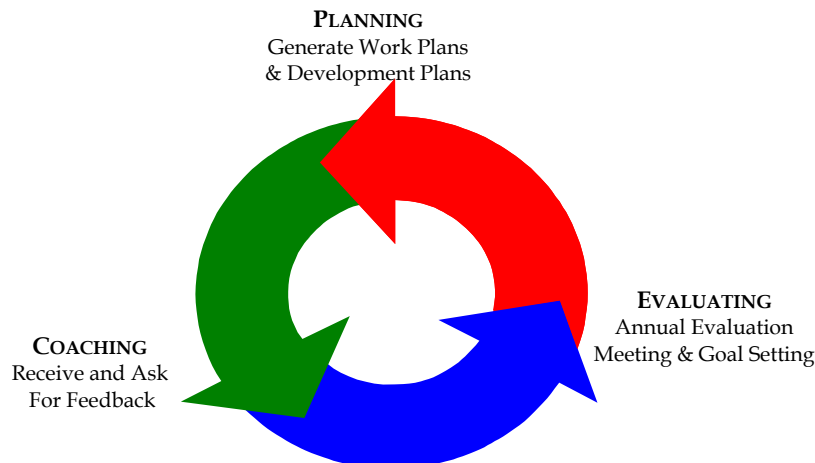
- ⇒ a meeting between supervisor and employee at the beginning of the performance cycle to plan, set goals and identify development needs and opportunities;
- ⇒ providing continuous feedback throughout the year on performance, goals, directions and changing expectations;
- ⇒ coaching all levels of performance;
- ⇒ evaluating performance at the end of the year; and
- ⇒ developing plans to maintain and/or improve performance for the next year.

Performance management, a process that empowers employees to play a major role in their own performance planning and development, gives supervisors and employees the tools to succeed.

An effective performance management program will result in improved operations for the College, more highly satisfied and motivated employees, and better outcomes and services.

HOW DOES PERFORMANCE MANAGEMENT WORK?

Performance management is an ongoing process. It operates as a three phase continuous cycle – Planning, Coaching, Evaluating – where the last phase (Evaluating) of the previous cycle leads directly into the first phase (Planning) of the next cycle. In fact, once you’ve gone through your first cycle, Phase III (Evaluating) for the previous cycle and Phase I (Planning) for the next cycle can occur at the same time.



The cycle or evaluation period for each employee runs from performance evaluation to performance evaluation, typically, one year apart. However, interim evaluations can be conducted at any time, either at the supervisor's discretion or at the employee's request.

Performance management responsibilities during these three phases can be divided into five basic steps:

I. Planning

1. Employee/supervisor to generate a work plan and a development plan for the upcoming year.

II. Coaching

2. Supervisor provides (or employee requests) feedback throughout the year. Remember that feedback can be given in multiple ways and can be shared on a formal or informal basis. Keep notes on performance throughout the year.

III. Evaluating

3. Review Mount Holyoke College Evaluation Criteria & Competencies (expected accomplishments and behaviors).
4. Prepare for and conduct the year-end performance evaluation meeting.
5. Generate goals for future performance.

Departments at the College may conduct performance evaluations at different times during the year depending on the work flow within their department. Department heads and senior staff members may choose to have the department participate in the Performance Management Program in either the first (July - September), second (October - December), third (January - March) or fourth (April - June) quarter of the fiscal year.

PHASE I: PLANNING

GENERATE WORK PLANS AND DEVELOPMENT PLANS

The planning process begins with the performance planning meeting. (Remember, once you complete the very first cycle of the performance management process, this meeting can be combined with the year-end performance evaluation meeting.)

At the beginning of the performance cycle, the supervisor and employee meet to develop the employee's work plan for the year. You can use the performance evaluation form as the basis of your meeting agenda by reviewing each section.

CREATE A WORKPLAN

What is a Work Plan?

One goal of a performance management program is to make performance information more meaningful to employees. Performance goals should be established at the start of the performance cycle, and regular feedback should be provided throughout the cycle. A work plan is a way to assist all employees in clarifying tasks, setting priorities and communicating regularly regarding progress. The plan does this by:

- ⇒ Encouraging dialogue around specific tasks and/or projects.
- ⇒ Sharpening job focus and performance expectations.
- ⇒ Providing the performance evaluation process with important information regarding accomplishment of goals and objectives.

Basically, the work plan does the following:

- ⇒ States the key responsibilities in a position (as determined by the supervisor and the employee).
- ⇒ Asks employee and supervisor to agree upon priorities for a specific period of time.
- ⇒ States what needs to be accomplished, and how you will know you are successful.
- ⇒ Keeps both the supervisor and the employee on track by establishing a time frame for monitoring progress.
- ⇒ Encourages two-way communication between the supervisor and the employee during the time period involved. The work plan may be amended or modified as necessary during the course of the year.

A work plan makes things happen by identifying important tasks. The work plan is designed to make the work easier to manage. It also helps manage time and can designate areas for special attention. Departments run more smoothly when individual members are able to identify and understand their work objectives within the overall mission of the department.

PREPARE A WORK PLAN

List Major Areas of Responsibility

The employee, with the supervisor, lists three to five major areas of responsibility and/or projects related to that employee's job. The work unit's goals and objectives are the

resources for this step. If an employee is new to the College, the supervisor may initially fill out the work plan, but the employee's input should be included.

Identify Performance Expectations

Expected outcomes, in the form of qualitative statements and/or quantitative measures, are then listed for each key responsibility. The employee also lists any additional resources necessary to achieve the expected results.

Qualitative measures are narrative descriptions of successful task or project completion. Example: "student satisfaction as indicated by survey results."

Quantitative measures are concrete indicators that represent successful achievement of a task or project. Examples: measures such as number of students served, schedules maintained and dollars produced or saved.

Discuss the Work Plan

The employee and supervisor meet to discuss the focus of the work plan. Thoughts, ideas, and perceptions are shared and appropriate procedures are used to set challenging, attainable goals.

The employee and supervisor should establish "SMART" goals for the coming year which are:

- Specific
- Measurable
- Agreed upon
- Reasonable
- Tied to a timetable

When the goal is established, you should be able to answer:

"What" is to be done
"To What"
by "How Much"
in what timeframe "When"

For example, "reduce error rate on purchase orders by 15% by January 1"

"What" = reduce
"To What" = error rate
"How Much" = 15 %
"When" = by January 1

Write the Work Plan

Agreement is reached with the completion of this discussion. The plan is written as part of the performance evaluation. At that time, any additional resources required are also discussed and included in the plan.

Meet to Discuss Progress

The employee and supervisor agree to meet regularly, formally and informally, to discuss the employee's progress and make any necessary changes in the plan. The supervisor facilitates the employee's progress with appropriate motivation and coaching techniques.

Review Results During Performance Evaluation

During the formal performance evaluation meeting, the work plan should be reviewed first. The work plan is a key resource for reviewing past performance.

EXAMPLE OF WORK PLAN

Position / Title Accounts Payable Processor

This is a worksheet/planning document to be used throughout the performance management cycle. Every year the work units objectives and activities for the performance period and the individual's job description should be reviewed before completing the work plan. For each job responsibility or project, the supervisor and employee should determine one or more planned activities and expected outcomes. Expected outcomes are quantitative measures or qualitative statements which define expectations. At the annual performance evaluation meeting both individuals should comment on whether the expected outcomes have been achieved.

Job responsibility/project: BUDGET: DEVELOP ACCOUNTS PAYABLE SUMMARY SHEET

Planned activity: By August 1, develop summary sheet for all accounts payable balances by department with projected cash flow timetable for the next 90 days.

Expected outcome(s): Better control of cash flow.

Comments (mid year and annual) re: progress and/or actual outcome

Job responsibility/project: DEPARTMENT EXPENSE NOTIFICATION PROCEDURE

Planned activity: Set up system for notifying departments of their expenses-to-budget on a monthly basis.

Expected outcome(s): More consistent and clear information sharing. Timely notice of potential departmental overruns.

Comments (mid year and annual) re: progress and/or actual outcome

CREATE A DEVELOPMENT PLAN

What is a Development Plan?

A development plan is a planning tool that uses input from the supervisor and the employee to identify knowledge areas and skills that the employee needs to acquire or areas of performance that need to be strengthened.

The purpose of the development plan is to enhance job performance and to facilitate professional growth. (See sample development plan on page 10.)

A development plan can be used in three ways:

1. To acquire a new skill, ability or know-how needed by the department:
 - ⇒ A current system is being upgraded to improve the department's output.
 - ⇒ A new piece of equipment is being introduced.
 - ⇒ The direction of the department has changed or the department has acquired new responsibilities or areas that require employees also to change their direction.

The purpose is to help successful employees keep pace with whatever direction their position and department are going or may want to go to support their continued success.

2. To strengthen performance or improve a skill that does not meet position requirements:
 - ⇒ Refine a required technical skill.
 - ⇒ Strengthen a communication or interpersonal skill (such as making a verbal presentation or a written report).
 - ⇒ Improve work results or style --(accuracy or timeliness).

The purpose is to improve performance up to a satisfactory level.

3. To prepare for a future goal or aspiration:
 - ⇒ Learn a new skill.
 - ⇒ Find out more about the College as a whole --its mission, goals and resources.
 - ⇒ Create a career path that builds on current and developing skills and abilities.

The purpose here is to meet an individual's need to change jobs and/or career direction.

Not all of these areas may be worked on at the same time. The supervisor and employee may need to focus on certain areas during a given period of time. The key is to strike a balance between individual and departmental goals without risking one for the sake of the other.

A development plan anticipates the skills/abilities needed to carry out work plan objectives and job responsibilities and sets forth how they will be learned. A development plan that is implemented successfully will benefit the individual, the department, and ultimately the College.

PREPARE A DEVELOPMENT PLAN

Before a meeting to discuss the development plan, the supervisor and employee should each consider the following questions:

- ⇒ What skills/abilities are needed to accomplish the work plan and/or current job responsibilities?
- ⇒ What are the employee's personal expectations (goals and objectives), current and future?
- ⇒ What are the department's needs, current and future?

Discuss the Development Plan

The employee and supervisor meet to discuss perspectives and information regarding learning needs/goals. A development plan for the employee is then set for the upcoming year.

Write the Development Plan

Agreement is reached with the completion of this discussion. The plan is written as part of the performance evaluation.

Meet to Discuss Progress

The employee and supervisor agree to meet regularly, formally and informally, to discuss how learning goals are being met and if any additional resources are needed. The supervisor facilitates the employee's progress with appropriate motivation and coaching techniques.

EXAMPLE OF DEVELOPMENT PLAN

Position / Title: ADMINISTRATIVE ASSISTANT

This is a planning document for individual development purposes. Every year the supervisor and the employee should meet to review the knowledge and skills that they have identified as necessary to meet job or department requirements. They should identify the individual's learning goals/objectives for the year and the specific, planned activity to achieve each goal. At the annual performance evaluation meeting, this Development Plan should be reviewed by both individuals and the actual outcomes should be identified. Both the supervisor and the employee should then indicate whether or not each learning goal or objective has been achieved.

Learning goal / objective: TO DEVELOP SUPERVISORY SKILLS.

Planned activity: Attend appropriate training/development workshop.
 Consult with colleagues in other departments.
 Get involved in interviewing/hiring process.

Expected outcome(s): To work more effectively with student staff; build morale;
 increase output.

Comments (mid year and annual) re: progress and/or actual outcome

Learning goal / objective: TO DEVELOP PROFICIENCY IN A SPREADSHEET SOFTWARE PROGRAM.

Planned activity: Attend appropriate training/development workshop.
 Set aside some time every week for practice.
 Implement once learned.

Expected outcome(s): Application in own work.

Comments (midyear and annual) re: progress and or actual outcome

An essential part of the performance planning process is coming up with a development plan for each employee for the upcoming year. The development plan is created based on an analysis of the employee's strengths and weaknesses exhibited during the previous year.

Together, the supervisor and the employee can use this section to discuss development objectives for the year as a way to successfully achieve individual and departmental goals.

RELATIONSHIP BETWEEN THE WORK PLAN AND THE DEVELOPMENT PLAN

The cornerstone of an effective performance management program is ongoing, two-way communication between the supervisor and the employee.

The work plan and the development plan are planning documents whose purpose is to facilitate communication about the employee's progress throughout the entire year.

Each of these plans perform a critical function in the performance management program. The work plan focuses on key responsibilities and priorities while the development plan identifies learning goals and objectives.

In addition to their separate functions, they also support each other in the following ways:

- ⇒ The work plan identifies key job responsibilities and states action steps and expected results.
- ⇒ The development plan identifies the individual’s learning goals for the year. Its purpose is to strengthen job performance and to facilitate professional growth.
- ⇒ The goals of the development plan support the goals of the work plan.
- ⇒ Both plans are future oriented.

PHASE II: COACHING

PROVIDE FEEDBACK TO EMPLOYEE

One of the key responsibilities of a supervisor is to manage the performance actions, behaviors and results of employees throughout the year. One of the ways this is done is through coaching.

What is coaching?

Coaching is:

- ⇒ Observing and monitoring performance throughout the year
- ⇒ Providing regular, timely constructive feedback, both positive and negative
- ⇒ Documenting performance, both positive and negative

<i>Tips on Observing Performance</i>		
<i>Observe what?</i>	<i>Observe when?</i>	<i>Observe how?</i>
– Important job duties	– Regularly	– First-hand
– Productivity, not activity	– Special projects	– Review of work product
– Performance, not personality	– Critical incidents	– Consult with others
		– Balanced and fair

What is feedback?

Feedback is giving timely and specific information about job performance based on recent experience or observations that include praise or constructive criticism.

The feedback between supervisor and employee can be either formal (given in a scheduled meeting) or informal (in casual conversation). Employees are encouraged to ask for feedback from the supervisor and others.

Advantages of continuous feedback:

- ⇒ It's a powerful way of **motivating people**.
- ⇒ Giving feedback helps **build relationships**.
- ⇒ It improves efficiency in that through feedback there are opportunities to adjust goals leading to better results.
- ⇒ It provides **documentation** that helps identify employee strengths and manage their areas for improvement.
- ⇒ Timely feedback **enhances results**.

All feedback is constructive. Positive feedback is just as important as negative. It can build the employee's confidence, self esteem, commitment, and loyalty.

The most common statement from employees when discussing non-monetary rewards and recognition is "a simple thank you from my boss would go a long way." People want feedback -- they especially want to be recognized and appreciated for a job well done. Similarly, supervisors also need to hear from their employees when they perform well.

Find situations when there is an opportunity to give positive feedback (to an employee or supervisor) and make sure to follow through.

If you are giving positive feedback, remember to choose a place and medium which are comfortable for the receiver. For example, some people are embarrassed by public acknowledgments and, therefore, might prefer a one-on-one thank you rather than an announcement in a department meeting.

Tips and Techniques:

If you are giving negative feedback, it should always:

- ⇒ be private and confidential
- ⇒ be immediate (the sooner the feedback, the more effective it is in influencing behavior)
- ⇒ be specific, refer to specific behaviors and outcomes
- ⇒ give feedback on performance, not personality
- ⇒ include the opportunity to improve performance
- ⇒ include something positive

Steps to follow when delivering negative feedback:

- ⇒ Categorize and specify performance problem(s)
- ⇒ Listen and summarize employee response
- ⇒ Offer your view
- ⇒ Give examples of occasions where employee has demonstrated ability in this area (e.g., Employee has demonstrated a strength in meeting deadlines and keeping manager informed of project status on projects with a short turnaround time. Employee should be encouraged to apply the same methodology to longer term projects where there exists a weakness in meeting deadlines.)
- ⇒ Specify appropriate performance
- ⇒ Review downside of no change
- ⇒ Develop goal and action plan

DOCUMENT PERFORMANCE

Reasons to Document Performance

- To acknowledge good performance
- To express concern with continued poor performance
- To help in the coaching process of improving performance
- To help in determining performance evaluation
- To support performance ratings

The Importance of Documenting

Documentation serves as a valuable resource during the Coaching and Evaluating phases. By documenting throughout the year, both an employee and a supervisor can rely on a written reference when completing the evaluation, rather than on just memory. Documentation, therefore, allows one to:

- ⇒ offer a more objective and complete evaluation by minimizing the bias toward recent events
- ⇒ save time during the evaluation by having a written reference
- ⇒ support the feedback process by providing specific examples of performance

Properly recorded documentation should be:

- ⇒ timely
- ⇒ specific
- ⇒ based on performance - not personality
- ⇒ related to performance standards and policies and procedures

Supervisors should consider using a standard form in order to keep documentation consistent. Here is a possible format:

PERFORMANCE NOTES	
Name _____	Evaluation Period _____
Job Title _____	_____ to _____
Date _____	
Performance Observed: _____	

Action Taken: _____	

Documentation can be shared with the employee when recorded and/or during the evaluation meeting.

As an employee, you will also want to maintain a record of your accomplishments to remind yourself and your supervisor of your performance during the year. You may want to keep a *portfolio* handy, in which you place reminders of your achievements, including such things as work samples, thank you letters, project results, etc.

Create a Performance Improvement Plan

If performance evaluation results in an assessment of sub-standard performance, a supervisor should follow these steps:

- ⇒ Complete the evaluation form and send to Human Resources with a performance improvement plan attached. Note on front page of evaluation form the date that performance will be evaluated again (no later than 90 days).
- ⇒ List the specific duties and responsibilities which are not being performed in an acceptable manner.
- ⇒ Note the actions that have been and will be taken to improve performance.

- ⇒ Schedule a regular series of one-on-one meetings to review progress. Determine what issues could be negatively impacting performance.
- ⇒ Continue in the progressive disciplinary process, noting that performance is unsatisfactory and must be improved or further discipline such as a freeze on pay or discharge may result.

If you need more information or assistance with the discipline process, contact your next level of management and/or Human Resources.

An across the board increase withheld or postponed due to performance deficiencies or non-adherence to policies will not be retroactive.

PHASE III: EVALUATING

REVIEW MOUNT HOLYOKE COLLEGE EVALUATION CRITERIA AND COMPETENCIES

- ⇒ **Review *Evaluation Criteria*.** These criteria are used to rate performance under each of the Mount Holyoke College Competencies for the evaluation period.

EVALUATION CRITERIA	
Exceptional	Performance consistently exceeds standards and expectations. Employee is viewed as a role model by others. Very few evaluations are expected to fall into this category of extraordinary performance.
Successful	Performance consistently meets, and occasionally may exceed, the high expectations of the College. Most evaluations are expected to fall into this category of valued service to the College.
Needs Improvement	Performance meets some, but not all, of the goals and objectives and high expectations of the College. Making acceptable progress with future training, coaching and experiences may be needed to raise performance to “Successful”. Evaluations in this category are expected to move up to successful or exceptional.
Unsatisfactory	Performance is consistently below the high expectations of the College. Action plan is required to address performance deficiencies. Employees rated overall as unsatisfactory are in jeopardy of demotion, transfer or termination of employment.

- ⇒ **Review the *Mount Holyoke College Competencies*.** These are the college-wide behaviors and responsibilities from Mount Holyoke College’s Mission and Values

statements that all employees are expected to exhibit. The definition and examples described below are intended as guidelines for understanding the spirit of these competencies.

MOUNT HOLYOKE COLLEGE COMPETENCIES

Cooperation and Collaboration -- Consider the following:

Willingly cooperates and works collaboratively toward solutions which generally benefit all involved parties; works cooperatively with others to accomplish College objectives.

Understands the agendas and perspectives of others, recognizing and effectively balancing the interests and needs of one's own work group with those of the College. Creates an atmosphere of valuing and accepting others.

- Seeks the input of group members and encourages their participation. Solicits input from others who are affected by plans or actions.
- Demonstrates respect for the opinions and ideas of others.
- Uses the most appropriate channels and means of communication within and between departments; readily shares information with others.
- Directly confronts prejudicial behavior or comments.

Effectiveness/Efficiency -- Consider the following:

Seeks the best method of approach; uses processes that result in effective outcomes without creating unnecessary work. Thoroughness in accomplishing tasks. Demonstrates a high level of dependability in all aspects of the job.

- Utilizes processes to accomplish goals that minimize extraneous effort while ensuring high and quality results.
- Completes all assigned tasks on time and with minimal errors.
- Is dependable/reliable.
- Evaluates work to be done and determines appropriate methods.
- Ability to effectively evaluate work responsibilities and prioritize workload by focusing on the most critical elements of the job.
- Ability to re-evaluate work responsibilities and prioritize workload by focusing on the most critical elements of the job.

Flexibility/Adaptability -- Consider the following:

Changes behavioral style or method of approach when necessary to achieve a goal; adjusts style to needs of a situation. Responds to change with a positive attitude and a willingness to learn new ways to accomplish work and objectives.

- Modifies a strongly held position in response to contrary evidence.
- Sees the merits of differing positions or opposing viewpoints.
- Adapts to change quickly.
- Accommodates different personal styles that are effective in accomplishing desired outcome.

MOUNT HOLYOKE COLLEGE COMPETENCIES (CONT'D)

Initiative -- Consider the following:

Evaluates, selects and acts on various methods and strategies for solving problems and meeting objectives before being asked or required to do so; self-directed rather than passively complying with instructions or assignments. Generates novel and valuable ideas and uses these ideas to develop new or improved processes, methods, systems or services.

- Does things before being asked or before the situation necessitates action (i.e., forced to by events).
- Seeks information from many different sources before deciding on own approach.
- Works to develop new approaches when problem-solving; seeking ideas or suggestions from others as appropriate.
- Continually examines own thoughts, language and behaviors for unexamined assumptions and stereotypical responses.

Judgment/Decision Making -- Consider the following:

Demonstrates the ability to make decisions authoritatively and wisely, renders judgments, takes actions or makes commitments, after adequately contemplating various available courses of action and the needs and values of others.

- Refrains from jumping to conclusions based on no or minimal evidence; weighs and considers alternative available actions before selecting a method for accomplishing a task or project.
- Proposes a course of action or makes a recommendation in a timely manner.
- Looks at issues and opportunities from others' viewpoints before making decisions.

Open Communication -- Consider the following:

Consciously uses the sense of hearing, attending to and fully comprehending what others are saying. Acts in a way that indicates understanding and accurate interpretation of others' concerns, motives, feelings, strengths and limitations.

- Asks open-ended questions that encourage others to give their points of view.
- Keeps people appropriately informed and up-to-date.
- Appropriately expresses one's own opinion.
- Understands both strengths and limitations of others.
- Is attentive and responsive to nonverbal behavior.
- Demonstrates ethical behavior and integrity.

Planning and Organizing -- Consider the following:

Establishes a systematic course of action for self or others to assure accomplishment of a specific objective. Determines priorities and allocates time and resources effectively.

- Develops or uses systems to organize and keep track of information (e.g., "to-do" lists, appointment calendars, follow-up file systems).
- Sets priorities with an appropriate sense of what is most important.
- Anticipates obstacles realistically when planning.

Professional/Technical/Procedural Expertise -- Consider the following:

Acquires and uses technical/professional/procedural knowledge, skills and judgment to accomplish a result or to serve one's constituents effectively.

- Understands technical/procedural aspects of own job.
- Makes self available to others to help solve professional/technical or procedural problems or issues.

- Keeps up-to-date on the professional/technical or procedural aspects of the job.

MOUNT HOLYOKE COLLEGE COMPETENCIES (CONT'D)

Project Management -- Consider the following:

Establishes a course of action with appropriate milestones to accomplish project objective(s). Facilitates team in determining priorities and allocating time and resources effectively. Able to develop cooperation and teamwork while leading a group of people, working toward solutions which generally benefit all involved parties.

- Allocates time and resources effectively and efficiently, removes barriers and redetermines priorities as situations change.
- Maintains open lines of communication and ensures information is shared.
- Ensures that all members of the group have the opportunity to contribute to the discussion or process.

Prudent Use of Resources -- Consider the following:

Demonstrates an awareness of methods and opportunities for cost containment and takes action to reduce or contain costs.

- Procures less expensive supplies of equivalent quality.
- Establishes systematic controls to track resource usage/containment.
- Considers cost and efficiency when making decisions establishing or changing work procedures.
- Considers cost effectiveness when making decisions about acquisition of tools/resources.
- Effectively utilizes human resources available; sets priorities appropriately.

Safety, Security and Environmental Awareness -- Consider the following:

Performs job in a manner that minimizes hazards to oneself, team members and students. Maintains a physical work environment that contributes to the well being of others.

- Takes action to keep any area of the College clean, safe and secure.
- Takes action to prevent or resolve safety or security hazards in own work area and within the College.
- Helps team members to take appropriate safety precautions.

Service Orientation -- Consider the following:

Focuses one's efforts on discovering and meeting the needs of students, parents, community members, etc., in a manner that provides satisfaction within the resources that can be made available.

- Identifies the needs or expectations (i.e. benchmarking, surveys, one-on-one conversations, etc.) of all community members: students, parents, alumnae, faculty, and staff.
- Develops and implements quality solutions with the goal of meeting or exceeding customer expectations.

EMPLOYEES WITH SUPERVISORY RESPONSIBILITIES

⇒ Supervisors are also evaluated on *Supervisory Competencies*, which are specific behaviors and responsibilities expected from those who manage employees and departments.

Coaching -- Consider the following:

Works to improve the immediate performance of others and facilitates their skill development by providing clear, specific performance feedback, making or eliciting specific suggestions for improvement, in a manner that builds confidence and maintains self-esteem. Provides training and developmental opportunities.

- Reinforces effective behaviors or results.
- Clearly states actual performance compared to expected or desired performance.
- Takes extra time to assist and provides specific, detailed follow-up.
- Gives people assignments and training to develop their abilities.

Leadership/Stewardship -- Consider the following:

Develops and uses effective strategies and interpersonal styles to influence and guide others toward the accomplishment of identified objectives and goals.

- Seeks information and asks for suggestions.
- Solicits the input of others who are affected by plans or actions.
- Develops and uses positive approaches to influence others.
- Actively promotes diversity and inclusion in the workforce and campus community.

Performance Management -- Consider the following:

Participates in all aspects of the performance management program in a proactive and constructive manner, including conducting performance planning, coaching and evaluation sessions.

- Completes thorough performance evaluations in a timely manner.
- Encourages communication and participation in all aspects of the performance management program.
- Provides resources and/or training for employees.
- Demonstrates concern for treating people fairly.

Additional questions to consider in preparing for performance evaluation conversations:

What are some strengths demonstrated during the performance period.
In what area(s) can performance be improved?
Identify learning needs, skills or abilities to develop.
Are there any barriers to effective work and/or job satisfaction.
Are there procedures/tasks that can be improved?

PREPARE FOR AND CONDUCT EVALUATION MEETING

The performance management cycle concludes (and the next begins) with the evaluation meeting. Keep in mind, however, that at any time during the year, the supervisor and/or the employee can request a meeting to discuss and review the employee’s performance to date.

Since employees play an active role in planning and developing their performance, they should also be an integral part of the evaluation process and are expected to contribute to the evaluation discussion.

The Supervisor’s Role

To prepare for the evaluation meeting, as a supervisor you should:

- ⇒ Finalize the meeting date, time and place with your employee about two weeks ahead of the performance evaluation date.
 - ◆ Be sure to allow enough time for thorough discussion and to address employees' questions/concerns.
 - ◆ Do not change the schedule or allow interruptions unless absolutely necessary. Changing the date or attending to other business during an evaluation meeting sends a negative message to the employee that the evaluation meeting is not important.
 - ◆ Realize that not taking an employee's performance evaluation seriously negatively impacts employee morale.
- ⇒ Provide the employee with a blank copy of the Performance Evaluation Form so he/she can prepare for the meeting.
- ⇒ Review and finalize the documentation in the employee's file as well as any other relevant documentation.
- ⇒ Seek input from others. Remember, documentation can come from others - peers, students, subordinates, "customers," etc.
- ⇒ Complete the evaluation form.
- ⇒ Determine the employee's strengths and development needs.
- ⇒ Consider department goals and objectives for upcoming year and impact on expectations of employee.

Why Supporting Statements?

Statements supporting your rating of each competency area are encouraged. These statements can indicate the method used to validate the evaluation rating. Validation methods include *observation, demonstration, and testing*. Examples include:

- ⇒ ***Observation:*** "Review of 10 prospective student applications indicates that assessment of students is routinely done in timely manner."
- ⇒ ***Demonstration:*** "Mary has demonstrated to me that she is knowledgeable and competent in conducting interviews with prospective students."
- ⇒ ***Testing:*** "John successfully completed the introductory spreadsheet course."

Supporting statements can also include constructive feedback and/or compliments. Examples:

- ⇒ "The training session which Mary led in June was well organized and comprehensive."

- ⇒ “When under stress, John sometimes fails to communicate in a sensitive, caring manner. He needs to be more tactful in his approach at these times.”

The Employee's Role

As an employee, you play a critical role in planning, developing and evaluating performance and have a responsibility to prepare for the evaluation meeting as well. To get ready, you should:

- ⇒ Review the Performance Evaluation form and be prepared to discuss:
- ◆ performance and behavior relative to the Competencies.
 - ◆ achievement of your personal development plan.
 - ◆ achievement of your work plan.
- ⇒ Review and summarize your documentation.

Determine strengths and development needs.

The evaluation meeting is an opportunity for open, two-way communication, setting the stage for mutual agreement, problem solving and goal setting.

This discussion is based on shared perspectives with the supervisor asking open-ended questions while listening to the employee's issues, problems, and feelings. The purpose of a two-way conversation, with each side contributing his/her perspective, is to support the following outcomes:

- ⇒ To contribute to the success of the individual, department, and the College.
- ⇒ To add to the understanding of what needs to change.
- ⇒ To gain enthusiasm for the future.
- ⇒ To share an appreciation for the evaluation process.

During the discussion, cite specific examples describing behavior to support each performance area. The examples include positive and successful contributions as well as difficulties.

The meeting can be divided into two parts:

- ⇒ Evaluating past performance
- ⇒ Developing future performance (work plan/development plan)

EVALUATING PAST PERFORMANCE

The first part of the meeting should focus on evaluating the employee's performance for the just completed evaluation period based on the twelve Competencies (and three Supervisory Competencies where appropriate).

Discuss the overall performance evaluation, identify strengths and weaknesses, and discuss development opportunities.

If the supervisor and employee do not agree, the supervisor may agree to revise the evaluation based on the employee's justification or documentation of performance. Try to reach an agreement. (If the supervisor has been coaching and providing feedback throughout the year, the supervisor should be able to avoid any disagreement or surprises.) If, however, an agreement can not be reached, the supervisor must decide on the appropriate evaluation rating. The employee can refer the situation to the next level of management if he/she feels the evaluation is unfair or unjust. Although Human Resources is always available in an advisory capacity, every attempt should be made to resolve the disagreement within the department.

SET GOALS FOR FUTURE PERFORMANCE

The second part of the evaluation meeting is devoted to setting goals for future performance.

The supervisor and the employee should use this meeting to prepare goals and a new personal development plan for the next year (refer to *Prepare a Work Plan* and *Prepare a Development Plan*).

At this point, not only have you completed the performance management cycle for the period just ending, but you have also begun the performance planning phase of the next cycle.

What if the employee is not meeting standards at the time of the performance evaluation?

In most instances, working with a poor performer throughout the year by providing feedback and discussing development needs, will result in successful performance.

In some cases, coaching and feedback will not result in successful performance. The supervisor will need to create a performance improvement plan and use the progressive disciplinary process to document performance deficiencies.

Next Steps

Once the supervisor and the employee complete the performance evaluation and have agreed to a work and development plan for the upcoming year:

- ⇒ The supervisor and the employee sign and date the form.
- ⇒ The supervisor will photocopy the work and development plan section and give a copy to the employee and keep a copy in the employee's file.
- ⇒ The supervisor will send the form to his/her department head for review. All forms will then be shared with the appropriate division manager before being sent to the Human Resources Department.

- ⇒ The supervisor will follow up on any of the suggestions or issues raised in the Employee Comments section.

SUMMARY: THE PERFORMANCE MANAGEMENT PROGRAM

A good performance management program helps people be more effective in their jobs, resulting in a more successful place to work. Specifically, any formal or informal discussion on performance, if carried out well, can have a positive effect on everyone involved (supervisor, employee, department, and the College).

Key Points:

Highlights of Mount Holyoke College's performance management program include the following:

- ⇒ Both the supervisor and employee play an active role in the entire performance management process.
- ⇒ The planning sections of the performance evaluation form (work plan and development plan) are used to facilitate the process of communicating about work and communicating about performance.
- ⇒ Conversations about performance are conducted frequently throughout the year, eliminating any surprises at the actual evaluation meeting.
- ⇒ Each employee needs to develop the ability to analyze his/her job in terms of specific performance attributes.
- ⇒ The performance management process operates as a continuous cycle:



